



Williamson Central School  
District American Rescue  
Plan Proposal



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## Background

- New York State has been allocated nearly \$9 billion under the American Rescue Plan (ARP) Act's Elementary and Secondary School Emergency Relief (ESSER) Fund.
- The ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs.
- Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020).
- The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care.
- The ARP Act requires State Educational Agencies (SEAs) to reserve not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address learning loss by supporting the implementation of evidence-based interventions; not less than 1 percent (\$89.9 million) to carry out the implementation of evidence based summer enrichment programs and not less than 1 percent to carry out the implementation of evidence based comprehensive afterschool programs.
- The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts.



## Plan Requirements

- LEA Plan for Safe Return to In-Person Instruction and Continuity of Services
- NYSED will permit previously developed LEA re-opening plans to satisfy the ARP statutory requirement for the safe return to in person instruction and continuity of services.
- LEAs must make any necessary updates to existing plans to conform with the USDE requirements within 30 days of receipt of ARP-ESSER funds and to review (and revise if appropriate) plans every six months thereafter (until September 30, 2023).
- Section 2001(i)(1) of the ARP Act requires each LEA receiving ARP ESSER funds to develop and make publicly available on its website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction.
- Section 2001(i)(2) of the ARP Act requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan.
- Section 2001(i)(3) of the ARP Act states that an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA received and considered public comment).



- An LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it has adopted regarding each of the CDC's safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/pooling); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.
- The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and the social, emotional, mental health and other needs of students and staff, which may include student health and food services.
- During the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023), an LEA must periodically, but not less than every six months, review its plan and revise as appropriate.
- Consistent with section 2001(i)(2) of the ARP Act, an LEA must seek public input and take such input into account in determining whether to revise its plan.
- If the LEA determines revisions are necessary, it must seek public input on any proposed revisions (taking into consideration the timing of significant changes to CDC guidance on reopening schools).
- If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC, including any updated safety recommendations. An LEA that developed a plan prior to enactment of the ARP Act that meets the requirements under sections 2001(i)(1) and (2) of the ARP Act but does not address each of the required aspects of safety established in this requirement must, as part of the required periodic review, revise its plan consistent with these requirements no later than six months after it last reviewed its plan.
- LEA plans must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated).



- Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.
- NYSED will consider each LEA's application for its base 90% ARP-ESSER allocation as meeting the USDE LEA ARP-ESSER use of funds plan requirement, provided the required elements of the plan are built into the LEA's application, combined with a budget, and then publicly posted after being developed with public input.
- NYSED will structure the LEA application to capture the required elements in USDE's IFR.
- USDE's IFR states that each LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA's website a plan for the LEA's use of ARP ESSER funds.
- The plan, and any subsequent revisions, must, at a minimum, include a description of:
  - The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;
  - How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year;



- How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and
- How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.
- An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input into the development of its plan. Specifically, an LEA must consult with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.
- Additionally, an LEA must consult with the following organizations if located in, or served by, the LEA: Native American Nations; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.
- Each LEA's ARP ESSER plan must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated).
- Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.



## Allocations

- Williamson Central School District
- ARP-ESSER Total Allocation - \$1,305,325
- The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care.
- 20% Reservation - \$261,066
- State-Level Reserve Grants can only be utilized for specific purposes.
- 1% Summer Enrichment - \$100,002
- 1% Comprehensive After School - \$100,002
- 5% Learning Loss - \$499,996
- Total ARP-ESSER Allocations - \$2,005,329





## Application

- Part 1 – Assurances
- The first step is for each LEA to submit signed assurances to NYSED by no later than May 24, 2021.
- Upon receipt of signed LEA assurances, NYSED will provide an email notice to the LEA of substantially approvable application status.
- Upon receipt of such notice, LEAs may begin obligating their allocation of 90% base ARP-ESSER funds.
- Williamson Central School District’s Statement of Assurances was approved on May 19, 2021.
- Part 2 – Full Application was submitted in December of 2021
- The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED.
- Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.



**Stakeholder Meeting/Input**

August 18, 2021 and February 17, 2022 – Family Forum Events

Description – The district engaged in a Family Forum with the following stakeholder groups:

Administrators, Community and Family members

August 17, 2021 and February 15, 2022 – Staff Forum Events

Description – The district engaged in a Staff Forum with the following stakeholder groups:

Administrators, CSEA Staff, WFA Staff, Directors

**Disclaimer**

- The following are potential expenditures to be included in the District’s final ARP-ESSER application.
- Application elements may be updated as necessary through amendment procedures

**Summer Enrichment**

- WCSD Summer Enrichment program
- Summer enrichment opportunities to include instruction in:
  - Literacy
  - Art & Music
  - STEAM
  - Physical Education
  - Environmental Sciences
  - Life Skills



### Summer Enrichment (cont.)

- Allocations will cover the cost of instructors, supplies and materials, and potential collaborative partnerships.
- WCSD may partner with a neighboring school districts or community entities to ensure availability of offerings and capacity of the academies.
- Academies will be designed as enrichment opportunities for all.

### Comprehensive After School

The District will engage existing partners to offer expanded after school opportunities for its students.

- Literacy enrichment
- Academic Tutoring
- Intramurals/Physical Fitness
- Additional enrichment opportunities



## Learning Loss

### Expenditures:

- Social emotional supports and programming
- Academic interventions
- Maintaining small class sizes
- Behavior Support



90% LEA ARP-ESSER

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